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ABSTRACT

Los Angeles City College in 1969-70 successfully conducted an experimental study on the Mobile Advisement Center (MAC) as an effective means of enhancing the extent and quality of information on the college reaching low-income communities. MAC is housed in a modified mobile home, 28 feet long and eight feet wide, containing four counseling cubicles, lounge, small library, and bath. The author discusses the background, implementation, findings, and future of the program. MAC's effectiveness is directly proportional to: (1) geographical area covered by: MAC; (2) amount of time MAC is in a given area; (3) number and quality of personnel working on MAC; (4) frequency of visits to each designated target community; and (5) extent of dissemination to the residents of information that could come only from a program like MAC. MAC diminishes dependency on chance and word-of-mouth communication and brings the college catalog to the community. Counseling is available to those who otherwise would not have the opportunity to discuss educational and vocational goals. MAC provides an important paraprofessional career service to those who man it. Several recommendations were made: (1) MAC and its funding should be continued and expanded into other service areas; (2) program details should be reviewed; (3) MAC should be integrated into other campus activities; and (4) it should communicate with similar out-reach agencies. (CA)

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THE LOS ANGELES CITY COLLEGE MOBILE ADVISEMENT CENTER:

a study of its operation

by
Ron Dyste
Assistant Director
September, 1970

JC 710 020

A Progress Report
1969-1970

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 25 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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Preface

As we move from a predominately production oriented society to one that is increasingly service oriented, the objectives of a mobile advisement center become more readily acceptable as they become more clearly defined. One of the most important services of an educational institution is to maintain effective means of communication between the community and the institution. At present the means of communication is accomplished by the following methods:

1. Word of mouth
2. College catalogue
3. News media
4. Direct correspondence

None of the above methods is effective in disseminating information to black and brown communities where not enough information is possible by word of mouth, where few ever see a college catalogue, where seldom is noticed the annoucements via news media, and where residents seldom bother to correspond with the institution. The Mobile Advisement Center, popularly labled "MAC", has proven to be an effective means of enhancing the extent and the quality of information disseminated to the low income communities.

The effectiveness of MAC in disseminating information is directly proportional to the following variables within the control of its supervision. These variables are:

1. The geographical area covered by MAC
2. The amount of time MAC is present in a given area
3. The number and quality of personnel working on MAC to disseminate information
4. The frequency of visits to each designated target community
5. The extent that information so disseminated is the kind of information that residents of the community would not have available were it not for the service rendered by MAC

These five variables are sufficiently within the control of MAC personnel to insure the quality of service which can be summarized as follows:

1. MAC can remedy to a great extent the dependency on word-of-mouth communication which is always less effective in low-income than in high or middle income communities
2. MAC brings the college catalogue to the community with all of its information made clear to the residents

3. MAC reduces the factor of chance and mere accidental dissemination of information by its systematic procedure of regular visits to the community

4. In the process of giving information, opportunity for counseling in made available for those residents who would not have such opportunity to discuss educational and vacational goals during which timely meaningful alternatives are made clear to residents who have never before realized what alternatives were available

Equally important is that aspect of service rendered by MAC which provides for effective public relations between community and college. MAC is the only tangible link between most of the residents and the college. For that reason, its visibility in the community has an impact made all the more significant because there is a vacuum existing between community and college not filled by the usual means of communication. Last but not least is the dramatic innovation of new career opportunities made available to an ever growing category of paraprofessionals. In a service oriented economy, there is a need to open new careers for those who can give service below that of a professional level verified by certificates of degrees of higher education.

The best example of the justification of such new careers is the example of this report compiled by Ron Dyste, a paraprofessional without degrees -- but whose accomplishment is as impressive as could be expected of one with professional certification. I need only refer the reader to a careful perusal of the following report to prove that MAC is on the threshold of pioneering the effectiveness of paraprofessionals fulfilling responsibilities heretofore reserved for professionals. Paraprofessionals can render a service in enhancing word-of-mouth communication between community and college. They can explain college catalogues to residents who would never have such explanation without the service of MAC. These are services which become prohibitively expensive when confined exclusively to professionals. The quality and significance of this report, and the work done by student assistants attest to the effectiveness of using paraprofessionals in the area of rendering service. The major contribution of MAC is not merely the dissemination of information, nor counseling of community residents, nor improving public relations between school and community -- these objectives are so important and so significant that a contribution which facilitates the means by which these objectives are accomplished becomes indeed the major contribution of the MAC operation -- the proof that paraprofessionals can be effective.

Claude Ware

Author's Introduction

This is a long report. Indeed, it is so long that some readers may find it necessary to regard it as a book. I hope that no one is unduly disturbed by the length herein, for what I have attempted is a bit more than an evaluation, and a bit less than a book. This is a study of the Mobile Advisement Center -- in this regard it may be considered too short by other readers -- and I have elected to treat it that way for a number of reasons.

One of them, of course, is to evaluate the program. However, as the reader is soon to discover, MAC was able to operate for only a relatively short time. This has posed some problems for evaluation, chiefly those related to gathering enough data in order to provide sufficient background which, in turn, would enable the reader to make sensible and fair judgments as to the program's viability. Hence the comprehensiveness of what is here attempted.

Another reason for the length has to do with the concept itself of doing counseling in a mobile center set within the current urban scene. Urbanization, it will be agreed, is causing men problems. Part of those problems include educating the urban masses and employing them. Of special interest here is the disadvantaged communities. For here are found that special cluster of factors increasingly identified as the culture of poverty, and whose significance has more than once boiled over into massive civil disorder. Men are everywhere concerned to find new ways of identifying the causal factors which result in disorder, and of improving methods of removing those factors in an attempt to forestall and to end further disorders -- for good if possible. In this, MAC, and this report, are a small effort. So, in order to better assess the workability of the MAC concept in reducing and removing some of the tensions of urban life, I have thought it good to provide a comprehensive report.

A third reason is related to requests of the Coordinating Council for Higher Education. They have indicated a desire to have this report include information as to how others may replicate the practical aspects of the MAC counseling concept, so that the program may be transferred elsewhere. To this end, I have tried to provide readers with the kind of data and information which we would have found useful when we began. I might say that we had

very little to go on when we did begin, and we made plenty of mistakes. I hope readers who are grappling with a similar program will find the information here useful in reducing the general burdens of toil, and in minimizing unnecessary error.

2.

For the above reasons, then, I was persuaded to write a comprehensive report. The report itself now deserves comment. Part 1 contains a brief review of the urban background which forms the context of MAC's operations. This information is included with a eye to providing the reader not familiar with the Los Angeles scene with some perspective thereof. It is possible too that readers who believe themselves familiar with the Los Angeles area in fact may have lost close contact with some of the grimmer aspects of the city. It is noteworthy for example that since the Watts riot and the evident inflow of funds into the poverty areas under various special programs, many people have allowed themselves to believe that conditions have improved for low income families. And relatively long term inflation has added a peculiar urgency to the belief. The recent mood across the land has been to regard the poor with increasing cynicism. No doubt radicalism and violence have contributed to this. However, it is known that where human events are concerned change proceeds only at a slow pace, and quite frequently things tend to get worse before they get better. Thus, since August 1965 unemployment in Watts has increased by 65%, and the percentages in terms of poor housing, incomes etc., have faired no better. The data given throughout this report is based on 1960 statistics, and I have been assured by experts at the research department of the Welfare Planning Council that the figures are therefore somewhat biased--that is on the low side, for things have probably got worse.

Part 1 also contains brief descriptions of some of the chief features of the MAC program, like staffing, purposes, and scope.

Part 2 is concerned with the actual operation of MAC in the field. Included are tables which provide data on what occurred, and that data is studied very carefully in order to facilitate better planning for the future.

Part 3 discusses the findings. Here the reader will become familiar with characteristics of the people who were counseled, and he will see what happened to many of these people after their interview.

Following Part 3 is a summary of the entire report, an epitome designed both to recap what has gone before, and to provide readers who cannot read the whole report with its essential gist.

Next comes the general conclusions, which can be read quite nicely after having read the summary. The recommendations come last.

At the end is a rather long appendix. This is a compilation of items which are of general interest, and items which will be of particular interest to others contemplating a similar program. The appendix, though long, I would say is as important as the body of the report, and it should be looked over by readers interested in gaining the most out of our experience.

Let me add that not only have I attempted to evaluate our program, I have also attempted to provide the reader with a deeper look at its experience. The paper may, in this sense, be regarded as an effort to present the data of MAC's story in such a way as to provide a reservior of information and ideas as to how to go about developing similar programs elsewhere. The reader is invited to use the information herein in any way as may benefit him.

3.

Finally, a personal note. Students are frequently more widely known for their tendency to opine than they are for their ability to collect information, organize it, and draw conclusions consistent with its content. There is much to be said for this view. But here I have resisted the tendency, though the adequacy of my effort will be for the reader to decide. The research herein, which may be of wide interest--if only to prove it inadequate--will be judged carefully. This I expect. I have attempted to write a fair and honest report, and any failure to do so is my sole responsibility.

PART 1 DESCRIPTION (1)

Urban Background

It is clear that among other things crowded living conditions, poor housing, low income, high unemployment, and low educational attainment contribute little to happy living. People subject to the living conditions characteristic of the poverty universe and who, in addition, find that others--often unbeknown to themselves-- view them as something less than human, have been known to riot. During the last decade the general American society several times felt the impact of deep civil disorder. The causes were viewed as many-- from efforts of dedicated anarchists imbued with an unrefined sense of communist principle acting on orders from the International, to police practices, unemployment, and poor education.[2]

2.

In the South Central and East Central Los Angeles communities, which together encompass an area of approximately 170 square miles, live over 1.7 million people. The clear majority of these people are ethnically Black and Mexican American. The highest concentrations of these two ethnic groups live in 14 communities which are part of the south and east central areas and which together comprise the worst ghetto districts in the county. Combined, these 14 communities cover an area of roughly 60 square miles where population densities are 4 to 9 times higher than the density for the county as a whole.[2] The percentage of all housing units in these communities which were delapidated or deteriorated in 1960 was 24 compared to 9% that were in the whole county.[3] In the same year, 37% of all families living in the 14 communities had an annual income of less than $4,000 compared to 80.9% of all families in the county who had incomes of more than $4,000.[4] Unemployment in these communities, for 1960,

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1. The latter three causes are noted in the Report of the National Advisory Commission on Civil Disorders, New York: Bantam Books, 1968, p. 8.
2. Comptued from Table 3, Item 9 in the appendix. The relevant data are extracted from Edward Freudenberg and Lloyd Street, Social Profiles, Los Angeles County, Research Report No. 21, Research Dept., Welfare Planning Council, Los Angeles Region, July, 1965. See table for pages.
3. The figure for the 14 communities is computed from Table 3 noted above, and the county figure appears in Freudenberg, p. 5.
4. The community figure is again computed from Table 3, the county figure is found in Freudenberg, p. 3.

was 1½ to 2 times the rate for the county.[1] And educational attainment, as we shall see, was strikingly lower among the population living in these 14 communities than among the population in the county.

3.

Los Angeles City College, which operated the Mobile Advisement Center, is one of eight community colleges which comprise the Los Angeles Community College District. The district, whose educational services touch over 4 million souls living in a county which reaches across nearly 900 square miles, and whose assets exceed $119,000,000 of assessed value, is administered by a recently elected Board of Trustees which assumed official duties on July 1, 1969. The board is charged with the responsibility of administering an annual opperating budget which exceeds $80,000,000 and which affects nearly 90,000 day and evening students.[2]

The Los Angeles School District, which at one time had administered the community college district, serves an area of 710 square miles, and adminsiters the operation of over 550 elementary and secondary schools attended by more than 700,000 students.[3] Clearly, these two districts, which together comprise the second largest educational enterprise in the nation, constitute a massive effort in cost and facilities designed to meet the educational needs of thepeople of Los Angeles.

4.

Indeed, for most people, the educational resources described above are comparatively adequate. However, for many others, they are not. In the 14 communities we have been discussing, the percentage of population having acquired an eighth-grade education or less is two to four times higher than the corresponding figure for the county population. And, for

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1. The community figures are computed from data in Table 3 Item 9 in the appendix, and the county figure is found in Freudenberg, p. 4.
2. Facts about the Los Angeles Community Colleges, issued by T. Stanley Warburton, December, 1968, pp. 3, 4.
3. Paul Jacobs, Prelude to Riot, A View of Urban America from the Bottom, New York: Vintage Books, 1968, p. 217. Mr. Jacobs is noted for his ability to cause controversy. Quotes from his work do not necessarily imply agreement with his views, and, in any case, his figures would seem non-controversial as such.

the county population, the percentage thereof who had acquired one year of college education or more was higher than twice the percentage for the population living in the 14 communities.[1] In Boyle Heights, a community located in the east central area, high school drop-out rates approach 50%. The percentage of population which had attained an eighth-grade education or less (in 1960) was 40.2. Only 10.1% had attained one year of college or more. In the Watts community, located in the south central area, the repective figures were 32.5 and 9.1.[2] And during 1965, in the three high schools which serve the south central black communities, two-thirds of the students who entered dropped-out before graduation. Further, the average reading and comprehension rates for black students at the fifth-grade level attending a school in Watts or Avalon was 20% of the national fifth-grade average. For Mexican American students the percentage was even lower. In general, of all 16 year olds in Los Angeles, 30% leave school before graduation.[3] There can be little doubt as to whom the majority of these students are.

5.

Of further interest is unemployment. The Kerner Commission makes it very clear that unemployment and underemployment are persistent and serious grievances of disadvantaged minorities. It states that the effects of this on the ghetto, "... is inextricably linked to ... civil disorder".[4]

The evidence is clear enough. Compared to a national unemployment rate of 3.8% in 1966, the rate for non-white males between the ages of 15 and 24 was 15.9%. The Commission reports that black males between the ages of 15 and 25 predominated in the rioting. And it notes that 20% of riot participants were unemployed.[5]

In Los Angeles the McCone Commission, reporting on the Watts riot of August, 1965, stated that, "The most serious immediate problem that faces

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1. Once again, the community figures relating to education are computed from Table 3, and the county figures appear in Freudenberg, p. 4.
2. Freudenberg, pp. C1 and SC 1 repsectively. (See Table 3 Item 9, appen.)
3. Jacobs, p. 213.
4. Commission Report, p. 413.
5. Ibid., p. 414.

the Negro in our community is unemployment--securing and holding a job which provides him an opportunity for livelihood, a chance to support himself and his family, a dignity, and a reason to feel that he is a member of our community in a true and very real sense".[1]

Of special concern is the 500,000 or so who are classified as "hard core" unemployed. These are men and women who live in the inner cities, who lack a basic education, who are without marketable skills, and of whom a substantial portion are between the ages of 18 and 25. Many of these are black males.[2]

6.

A final concern in connection with education and employment is the problem of communication as between the schools and the communities they serve.

That a communications gap exists between the schools and the inner cities is fairly well established. In addition to the comments one hears about this from representatives in the schools and in the community, the matter recieves support from published sources. The Kerner Report found that ghetto residents played very role in formulating educational policy relating to schools in their areas. That policy, established by professionals on a city-wide basis, tended to render the resulting education for ghetto students largely irrelevant.[3] The drop-out rates for Los Angeles and the finding that, "... the typical riot participant was a high school drop-out" seem to confirm this.[4]

Further, there is wide belief that minority people living in the disadvantaged areas of Los Angeles distrust their school administrations, dislike the inferior quality of instruction given, and feel that counseling is inadequate. Indeed, that so small a percentage of school administrators

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1. John McCone, A Report to the Governor's Commission on the Los Angeles Riots, Los Angeles: 1966, p. 38.
2. Commission Report, p. 414.
3. Ibid., p. 436.
4. Ibid., p. 425.

represent the ethnic majority characteristic of students attending the schools,* plus the fact that the vast majority of teachers in those schools are frequently less qualified than teachers in all white schools elsewhere,[1] give support to the belief. In addition, evidence shows that school facilities, textbook quality, and poor teacher attitudes militate against quality education.[2] Finally, it is increasingly clear and widely conceded that counselors are too few in number, that they are overworked, ill-appreciated, and that some are unable to communicate with the students they serve.+

The Kerner Report states, in sum, that ghetto schools have failed to provide their students with an adequate education,[3] and that they, "... often seem unresponsive to the community, communications have broken down". The Commission concludes saying that, "New links must be built between schools and the communities they serve".[4] It seems clear that the image of the schools could stand some improvement.

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* Mr. Jacobs reports that in Los Angeles, where blacks comprise 20% of all students in the city schools and community colleges, only 12.7% of the teachers and 5.2% of the administrators are black. And whereas Spanish-speaking students comprise 18.5% of all pupils in the schools and community colleges, only 2.6% of the teachers and 1.5% of the administrators are Mexican American. pp. 213, 214.

1. Commission Report, p. 425.
2. Ibid., p. 429, and 433-434.

\+ I was unable to find figures relating to the counselor problem but my experience in talking to counselors indicates that what I have said is indeed true. Jacobs, on page 233, shows that counselors must work under difficult circumstances wherein they have little status, and are often not adequately prepared for their jobs. And a counselor at a school in the east central area of Los Angeles has complained to me that he is responsible for 290 students whom he feels he cannot adequately counsel because he does not have the time.

3. Commission Report, p. 425.
4. Ibid., p. 436. The two quotes are on this page.

From the foregoing, then, we have seen that:

1. There are massive educational deficiencies characteristic of the Los Angeles poverty area residents.
2. High educational expenditure by the second largest educational system in the nation has not overcome those deficiencies.
3. Poor education and unemployment are intimately related to civil disorder.
4. An exacerbating problem is the breakdown of communications between the schools and the communities they serve.
5. Related to item 4 is community distrust of school administrators, and dissatisfaction with teachers and counselors.
6. In conclusion, new methods of reaching ghetto residents to provide aid in terms of educational need and reducing unemployment must be found. In addition, new communication links must be built to overcome the problems of community distrust of schools and to improve the image of schools in the eyes of community residents.

The Mobile Advisement Center is such a new method. Directly or indirectly, it meets each of the above problems. Here is how:

1. By going directly into the poverty communities the mobile center carries educational and vocational information which can lead to school enrollment and ultimately to better employment.
2. The cost of this service is minimal given the use of a new careers concept wherein specially trained students actually do counseling backed-up by professionals.
3. Positive counseling leading to school enrollment and employment can reduce tensions which result in civil disorder.
4. The mobile center is mobile; it provides a radically new method of reaching persons in need right in the communities where they live, and by working with existing agencies in the community, it begins to build a new communications link between the schools and the community they serve. And, given its mobility, it provides this link at comparatively low cost.
5. The mobile center helps to dissolve distrust by being staffed with persons who are themselves familiar with poverty conditions, and who are ethnically identified with the residents where the center operates. As a public relations vehicle, its effect in improving the image of the schools is considerable.

To a discussion of the Mobile Advisement Center, its history and highlights, we now turn.

Proposal and Funding

MAC (Mobile Advisement Center) began on March 28, 1969 when a joint proposal involving Los Angeles City College and Los Angeles Trade Technical College was submitted for funding to the Coordinating Council for Higher Education. The council approved the proposal and authorized funding under Title I of the 1965 Higher Education Act to be effective July 2, 1969. The Los Angeles Community College Board of Trustees authorized matching funds to the proposal on August 26, 1969.* Program development began thereafter.

The Los Angeles City College proposal was written by Mr. Edward Robings, then Assistant Dean of Community Services. In it he outlined a program to involve purchase or lease of a mobile van equipped with counseling cubicles and a small library, and to be staffed by professional and para-professional counselors who would share the ethnic identity of residents living in the areas into which the van would go. Mr. Robings saw that use of students as para-professional counseling assistants had showed considerable success on the L.A.C.C. campus in retaining students who formerly were seen dropping-out during their first semester. He believed that similar success could be obtained by using such students to do counseling in the community. This was a chief feature of the propsoal.

Staffing

Mr. Claude Ware, an instructor and counselor at L.A.C.C., and a man who had won national recognition for his work in developing an effective peer counseling program, became the program director on September 1, 1969.

After two weeks of search and interviewing, Mr. Ware placed on the project staff Michael Capper, Gene Haskell, and Ron Dyste. These men assumed duties as project consultants on September 15, 1969.

Mr. Capper was a graduate student of psychology attending tCalifornia State College at Los Angeles. While studying for his Masters degree in counseling at that school he had done field work in the peer counseling program.

Mr. Haskell was a graduate of California State College at Los Angeles, where he majored in fine arts. He had knowledge in working with visual aids, and had instructed students in the motion picture arts.

Mr. Dyste was a senior studying urban development and economics at the University of California at Los Angeles. He had worked in the peer counseling program for a year as a counseling assistant, and had tutored students in the Communications Department during the same year. He was instrumental in first integrating the peer counseling program with the tutoring program in the Communications Department.

During December, 1969, Mr. Haskell left the project staff for another

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* There was no hanky-panky here. As we saw earlier, the board has assumed official duties on July 1, 1969 -- only one day before the federal funds were granted -- and was very busy with its own organization. That it was able to consider the program when it did is to be viewed with this in in mind.

appointment. Later during that same month, Howard Browne, a student of medical technology at L.A.C.C., and a student counseling assistant, was added to the staff. During January, 1970, Jimmy Aycart, a student of international relations at L.A.C.C., was added to the staff. Mr. Aycart became staff's primary Spanish-speaking member.

The ethnic composition of the men working with Claude Ware when MAC drove into the field for the first time, though of no signal importance, may be of interest to readers. Michael Capper is white; Howard Browne is black; Jimmy Aycart is Latin-American; and Ron Dyste is Mexican-Norwegian. All are Americans.

During April, 1969, when the program did move into the field, 12 student counseling assistants were hired to augment the regular staff.

Personnel Duties

Program Director: responsible to the Assistant Dean of Community Services; responsible for overall guidance of the program; responsible for training para-professional counselors; provides guidance to consultants in making community contacts and creating workable relations with other schools; responsible for budget allocations; provides professional expertise in counseling for back-up to para-professionals.

Consultants: responsible to the director; drive the van; maintain van's log; provide assistance to the director in establishing community and school contacts; provide para-professional counseling; assist the director with training of additional student personnel; report and schedule, under the director's guidance, van maintenance; responsible for van interior and exterior cleaning.

Counseling Assistants: responsible to consultant; provide para-professional counseling; canvass areas in which MAC operates distributing brochures and schedules; responsible, together with consultant, for van cleaning.

Purposes

MAC's purposes are as follows:

1. To extend thecounseling services of Los Angeles City College to the communities it serves. Further, to extend the general counseling services available in the community college district, in the adult evening schools, and in the occupational skill centers to the communities which they serve.
2. To provide counseling to persons who otherwise might not receive it, in particular, to people who have dropped-out of high school, who live in disadvantaged communities, whose native language is not English, and who have not responded to existing communication techniques.
3. To provide immediate access to information regarding opportunities in education, vocational programs, job up-grading programs, financial assistance, and career planning.

4. To provide members of the community with role models in the form of student assistants who are themselves frequently from disadvantaged areas and with whom community members can identify.
5. To prepare community members for further counseling by indicating the benefits of additional advise available at schools and colleges in their area.
6. To reduce frustration resulting from excessive referrals by providing counseling in the individual's immediate and familiar surroundings.
7. To strengthen and improve the image of Los Angeles City College, the community college college district, the adult evening schools, and the occupational skill centers in the south and east central Los Angeles communities.
8. To create a new communications link between the schools which MAC represents and the communities which MAC serves; will be accomplished by coordinating MAC's efforts with those of other agencies--both public and private--and establishing working relationships with other schools and community agencies.
9. To increase enrollment into the community colleges, adult evening schools, and occupational skill centers.

Scope

MAC operates broadly in the South Central (predominately black) and East Central (predominately Mexican American) Los Angeles communities. Within these two wider areas are 14 specific target districts which have been divided and regrouped into four major MAC target areas. This arrangement means that MAC would operate in an area which spreads across roughly 60 square miles. As a practical matter, one van cannot adequately cover that kind of area. Indeed, in selecting the target areas, this was not the intent. MAC, initially, operates in only two districts from two of the major target areas i.e., in the Boyle Heights and Lincoln Heights districts (located in MAC area 4), and in the Watts and Florence districts (located in MAC area 2). The major target areas were selected with the future in mind, when MAC can widen its reach and work in cooperation with similar programs. Map 1 on the next page shows these districts and areas in relation to one another and in relation to the entire county.*

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* Statistical measures of selected characteristics of each of these districts, and which clearly show why these areas are disadvantaged, appear in the appendix as Table 3 Item 9. I compiled these data from Freudenberg, cit cited earlier, and from Marchia Meeker with Joan R. Harris, Background for Planning...1963, which I cite in the appendix. I include this information to deepen the reader's understanding of the target areas, and to provide a possible planning tool to others who may be interested in developing their own programs for Los Angeles.

NOTE:

Map 1 has been deleted

Highlights of the Program*

There are a number of features in the program which are worthy of special mention. One is the seemingly long time span between the day the proposal was funded by the Coordinating Council, and the day that MAC drove into the community for the first time.

There were several reasons for this, and others planning a similar project might find them interesting. Firstly, as we saw on page 6, by the time staff had been hired nearly two and one-half months of the funding period had already passed. Chiefly, this was because the newly elected Board of Trustees had scores of items to attend to upon assuming office at the beginning of July, 1969, and MAC was not a prime priority.

Another reason was the difficulty we had in getting the van. In our district, as in all, any purchase of major equipment must be accomplished by inviting various venders to bid on the item. Generally, the low bidder gets the contract. This we did -- twice. The original specifications and blueprint, after having acquired estimates for cost which were within our budget, drew bids which were nevertheless nearly $3000.00 above our budget allowance. We were astounded. New specifications were written (which incidentally differed little from the original) and new bids were invited. This time all the venders met the budget allowance, and one was selected to build the van. (This was Education Technology Inc.)
All this took time. Original specifications in the form of a purchase requisition was received by the district on October 7, 1969. Bids were first opened on November 5, 1969. When these all exceeded the budget allowance, and after new bids had been invited, bids were again opened on December 5, 1969. Then, on January 6, 1970, the board approved contracting for construction of the van. The van was finally delivered on April 1, 1970, after a two week delay on the original delivery deadline.

We had other problems with the van after we got it. For a day by day accounting, see Table A and B in the next section of this report.

2.

Another highlight of the program was the role played by students. It is clear that when students goof people hear about it. It is less clear that when students have accomplished something important the news gets out. In our program, students designed the van, wrote its specifications, and drew the blueprint. Some administrators at L.A.C.C. had to comment; one said, "Now that's the kind of student power I like." Students also did the research which led to locating the target areas, and provided much aid to the director in establishing and maintaining contacts with other schools and agencies which were to cooperate with MAC. Students wrote the brochure, and, with the advise of the director, constructed the interview form. One student designed a management instrument which facilitated program development, and the same student, along with the remarkable

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* A schedule of events which took place between February 14, 1969, when the Coordinating Council invited proposals, and January 6, 1970, when the district board approved contract of the van, appears as Item 5 in the appendix.

Mary Eileen Hanley(of the Publications Office at L.A.C.C.) planned the very successful open house, which took place on April 2, 1970. And, needless to say, students bore much of the brunt when things got frustrating.

3.

A third highlight of the program was the change in thrusts through which the program went before it settled on the aims noted earlier. In the beginning, the staff felt a good approach, especially in an effort to prevent students from dropping-out, was to cooperate with high schools. However, after several weeks of discussion, city school administrators felt that MAC visits to high schools during the latter's operating hours would prove too difficult to arrange. The idea was dropped thereafter.

A second thrust was to attempt to provide a relatively wide variety of referrals, in addition to doing educational advisement. Once again, however, the idea did not materialize after discussions with the Los Angeles Welfare Information Service revealed that such a job would be too big to handle.

The final thrust, which was adopted, was to provide educational and vocational information only, and to cooperate with the community adult schools and the occupational skill centers. To this end, on November 21, 1969, staff presented the program to the Adult School Principal Association. The reception was relatively mild from the general body, but very enthusiastic from several school principals (this was in private, after the general meeting). Two men in particular showed great interest and considerable enthusiasm.

One of them, Mr. Ernest Ono, who is Supervising Counselor for Adult Schools, expressed keen interest. So in fact did the other, Mr. George Winder, who is Admisistrative Coordinator for Adult Schools.

During the weeks following that meeting these two men worked very closely with MAC staff; there was considerable exchange of ideas, and several visits for MAC staff to given adult schools and occupational centers were arranged and planned. Response to the program at the schools visited by MAC staff was enthusiastic, cooperative, and helpful. And at some, arrangements were made to have adult school counselors visit and work on the van when it was located in an area near their schools. (This in fact happened -- at Lincoln Adult School, where Richard Malek, head counselor, worked very hard for several weeks in preparation for MAC's arrival.)

4.

Another important highlight of the program was the open house. Staff felt very strongly,* that getting people into the van for counseling might be a real problem. They knew that MAC was going to operate over a fairly large area -- both in the South Central and in the East Central community -- and that for MAC to become effective the communities were going to have to know that MAC existed, they were going to have to know what MAC did and for whom, and they were going to have to have some initial

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* The staff, and particularly the author, are indebted to Mr. Anthony Gordon, who went before MAC. Mr. Gordon, a counselor at Contra Costa College, has been operating a similar mobile center for two years now. He was very helpful to us when we were developing our program, and he gave us good hints as to the response we might find from community people once we were in the field. He was very largely right. (See the next section.)

trust in the program if they were to visit MAC and receive counseling therein.

Readers will agree that this is a publicity problem. To meet it, staff decided on a dual strategy: first, to depend upon the MAC operation itself to build publicity--indeed, this was believed to be one of our strongest approaches in building community confidence into the program. Hence, in this, we would depend word of mouth news spread by persons whom MAC served. And a corrollary was to depend upon the van itself--its size and conspicuous markings make it exceedingly visible.*

The second part of staff's strategy was to use the mass media. Research is amply supported by common sense in this matter, that most people in the disadvantaged areas have televisions which they watch and radios to which they listen. We found, for example, that a Communications Commission report indicated that 87.7% of non-whites in the nation have television sets, and that 75% of viewers in the poverty areas got their news via television. 1/ In an urban area like Los Angeles, where MAC was to operate, this was indeed significant.

So the open house was planned to launch the program. It would serve a dual purpose: sell the program in our own backyard--to the L.A.C.C. faculty and students--and, sell the program to the mass media.

To these ends four weeks of hard effort were devoted. Mary Eileen Hanley, Assistant Dean of Publications, and Ron Dyste, MAC consultant, took charge of overall planning. Mrs. Hanley, who is a dedicated and very competent worker, planned the open house, the press conference, and the luncheon. She and her student workers did much to contact guests and send invitations. Mr. Dyste aided in guest selection, collected information used to compile the press kits+, and raised $225 to pay for the luncheon.

The results were good. Twenty-five news directors and public service directors from radio and television came. Over twenty reporters, cameramen, and photographers came. In addition, numerous off-campus guests included the district Superintendent, Assistant Superintendent, a trustee of the board, adult school officials, counselors, and instructors. Nearly eighty guests were served at the luncheon.

The press conference resulted in a 30 minute interview with then L.A.C.C. president, Dr. Glenn G. Gooder, which was broadcast over KPOL radio; a 7 minute televised news item broadcast over KMEX-TV (in Spanish); several newspaper stories; and numerous arrangements for news coverage later. Further

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* We were influenced by a finding by the Rand Corporation that of 2000 black persons whom Rand staff interviewed in connection with how these people found out about the 1967 Transportation and Employment Project, only 6% said the State Employment Service helped them. 66% said they heard about it from friends or relatives, and 15% found out by seeing the bus used. Further, Rand discovered that of 906 persons referred to the South Central Youth Training and Employment Project, 33% heard about the project from relatives, 28% from friends, and 14% from people already in it. See pp. 11 and 9 resp. in Rand Corporation, Telecommunications in Urban Development, Memorandum RM-6069-RC: 1969.

1 Ibid., p. 16.

\+ A copy of the table of contents for this kit appears in the appendix as Item 3. This kit was organized and compiled by Mrs. Hanley and her helpers.

Also, the media broadcast the MAC schedule daily, and presented offers of additional assistance.* Again, these results were very much the consequence of Mrs. Hanley's efforts, and she is to be congratulated.

5.

A further highlight was the cooperative venture with Lincoln Community Adult School. In this effort a different operating tactic was employed. Instead of visiting a "cold" location in south and east central Los Angeles on alternate days+, MAC staff in cooperation with Lincoln Adult School tried to "warm" the location by preparing the people for MAC's arrival. In this, Jimmy Aycart, Carlos Gonzales, Lupe Quesada, Bob Rossi, and Ron Dyste--from the MAC staff--and Richard Malek, head counselor for the adult school, and Bob Long, evening division student body president, deserve mention. Mr. Malek gave much time and worked very hard to consult with the MAC representatives and to arrange for them to speak to the student body at special meetings which he arranged. One of these was presented in Spanish. He also provided staff with a tour of the Lincoln facilities, and in numerous other ways aided and abetted MAC staff in their effort to work at the school.

In many ways this was MAC's most successful outing, and we shall see how in the next part.

6.

A final highlight of the program was the contacts made with other schools and agencies. We have seen that adult school administrators provided much aid to the program. Partly as a result of those efforts MAC staff was able to arrange to have a particular counselor at each of the adult schools, each of the community colleges, and the occupational skill center to whom counselees could be referred. A card was given to each counselee on which his name and the name of the appropriate counselor was printed; also a comment as to what the counselee was interested in was also included on this card, which, incidentally, was stamped and self-addressed so that the counselor at a given school could easily notify MAC as to the result of the interview he had with MAC's referral. The card served both as an introduction for the counselee to a given counselor at a given school, and as a means by which to follow-up on the result of the referral. (This method,I should mention, did not seem to work well, and I discuss the matter in the next part.)

MAC also made contact with all community agencies in the south and east central areas by becoming part of the Welfare Planning Council's Agency Executive Committee for each area. MAC was received with considerable interest and several offers of assistance. This was a useful communications link.

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* See the appendix Item 2 for a summary of the publicity. I should note that use of the media was not as effective as it might have been, chiefly because we had neither adequate staff nor enough time to keep tabs on publicity needs.

\+ Item 6 in the appendix gives a view of MAC's operating schedule during the weeks of its operation. A look at the schedules will clarify how MAC alternated as between the two areas.

DESCRIPTION

The Agency Executive Committee is a community effort to tie existing and new agencies together more closely by bringing their executive staff's into communication on an eyeball to eyeball basis once each month. Two of these committees operate: one in East Central Los Angeles under the guidance of Mrs. Sirel Forster; and one in South Central Los Angeles under the guidance of Dr. Robert Long. MAC is associated with both groups.

7.

This brings Part 1 to a close. It is time now to look at MAC's field operations, and to begin to see how effective MAC in fact was in terms of achieving some of its stated purposes.

Part 2 OPERATION

In Part 1 we took a brief look at the Los Angeles urban background within which MAC operated. In that, we were particularly concerned with the educational, employment, and communication problems which face residents of the 14 target districts which MAC serves. We also viewed a history of the program from the proposal written by Edward Robings, to program highlights.

Now, in this part, we are going to take a careful look at MAC's operation in the field. We will study that operation on a daily and on a weekly basis. Our chief concern is to view the field experience in terms of numbers of visitors and numbers of persons counseled, and our hope is to attempt to discover what are the crucial variables which attract both visitors'and counselees so that future operations can be planned with improved confidence and with a view to developing a more clearly defined rationale as to operating philosophy. Our attempt here then, is to begin to move MAC, on an increasing scale, out of the experimental stage as much as our data allows, and into a more standard mode of operation.

2.

MAC is housed in a modified mobile home built to staff specifications by Education Technology Inc. The van is 27 feet long and 8 feet wide. It contains four counseling cubicles (counting the cab), a lounge where the library is located, a bath, and a small compartment where files are kept.* While operating in the field MAC was staffed by an average of 7 persons, most of whom were student canvassers and counseling assistants.

34 Days

During the funding period July 2, 1969 to June 30, 1970 MAC operated in the field for only 34 working days. For the year September 15, 1969, when staff was hired, to September 15, 1970, when staff was planning for its first full year of operation, the number of days in the field was

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* See the appendix Item 7 for a fuller discussion of the van and for a look at its floorplan.

still 34. In other words, during a time period (the latter) which was equivalent to the funding period MAC operated in the field only 13% of all work days excluding weekends and holidays.*

Staff was well aware of this on April 1, 1970.+ After much discussion, and some disagreement, staff decided that the relatively short time which remained made it adviseable to attempt to operate in such a way as would facilitate testing as much of the target areas as was possible. The aim of this approach would be to obtain as much data relating to the effectiveness of the MAC concept in counseling so that operations the following year could be better planned. (Without undue presumption, staff was betting on the probability that MAC would receive additional funding.)

To provide comprehensive data, then, became a further, and now, a prime objective. To this end, care was taken to keep a daily record of operating experiences in the form of a log maintained by the consultant on board. In addition, a comprehensive interview form was developed in order to enable staff to view the characteristics of persons counseled.= And a follow-up was planned whose purpose was to aid in determining how effective the program had been.

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* Of further interest in this connection is the finding that during the same time period i.e., September 1969 to September 1970, the community college district offices excercised considerable influence on the program's progress by spending 39% of all work days in the period - excluding weekends and holidays - with activity related to obtaining the van, without which the program could not operate in the field. Although the figure seems exceedingly high, in fact, it may well be low. It is of great interest that the time spent by the district offices was almost entirely consumed by legal and purchasing procedures which district officials could hurry only so much. These men, I should note, were well aware of the program's time constraints, and they did what they could to rush matters. This finding should be viewed with appropriate concern by others planning a similar program and who must work within existing rules. (Dates relating to these figures are found both on page 10, the first highlight, and in the appendix, Item 5.)

\+ Date on which van was delivered by the manufacturer.

= A copy of this interview form and an explanation of its use are found in the appendix as Item 10/

OPERATION

Field Experiences

The tables on the following four pages summarize MAC's field experience on a numerical basis. So in order to better understand what occurred in the field, we are going to have to become somewhat familiar with these tables.

The first two, tables A and B, show what happened while in the field on a dailty basis. The reader will notice that starting from the left-hand side of the tables, information regarding the date, day, and area of any given stop is given. The tables then show the number of visitors who came each day to each location, the number of MAC personnel on board each day, and what cooperation was received, if any, from store managers, park officials, and the police. Further, the tables indicate the number of hours spent at each location, and the kinds of problems encountered during the operation.

The second two, tables 1 and 2, summarize the MAC operations both on a weekly basis and in toto. These tables may appear complex at first sight. However, after a short time in viewing, and after a moment's thought, the reader will find them quite simple and extremely informative.

For example, Table 1 on page 22, beginning at the upper left-hand corner, shows the total number of scheduled stops for the South Central (SC) area, then East Central (EC) area, and finally, for both areas combined. Below each of these totals are columns a, b, and c which show how many actual stops for their respective area were made each week during the nine weeks of operation. The weeks are listed in a column along the far left side of the page. Moving toward the right now, three more columns appear which show how many visitors per area and week came to the van. Still further to the right three more columns appear showing the number of persons who received counseling came during each week in each area. Finally, the last three columns on the right-hand side of the page show the ratio of persons counseled to persons visiting for each area and week. Along the bottom of the table totals for all items in each column are given.

Table 2 is arranged likewise, so having mastered Table 1 will make this table a breeze. A difference in Table 2, however, is that data are calculated on an hourly basis, and they are therefore more refined data than those in Table 1.

When the reader has taken some time to view these tables their value will become apparent. As noted, tables A and B give a day by day account of the field operations. The reader will therefore find himself somewhat intimately involved with those daily operations.

Tables 1 and 2, showing what happened during the operations on a broader basis, will allow the reader to develop some perspective as to the entire effort of MAC in the field. By viewing the data horizontally along any row the reader can see what happened during any given week with respect to number of stops, number of visitors, number of counselees, and the counselee-visitor ratios, and these things the reader can see with reference to each area or both areas combined. By viewing the data vertically down any column the reader can see the differences in operating experiences as between any two or more weeks. For example, a horizontal viewing of events during week 1 indicates that 3 stops were made in each area for a total of 6 stops for the week, that 282 visitors came by the van, that 66 for them received counseling for a counselee-visitor ratio of .23. Or notice that a vertical viewing of the total number of stops each week add up to 34 compared to the scheduled total of 47 stops. (I am referring to Table 1.) Similar information on an hourly basis can be derived from studying Table 2.

The reader is now advised to spend some time studying these tables.

			Area	Visitors	Staff	Co-op	Hrs at loc	Problems
y	4/6	M	SC	50	5	-	4½	
y	4/7	T	EC	24	8	+	4	
y	4/8	W	SC	30	7	-	3½	
y	4/9	TH	EC	22	8	+	4	
y	4/10	F	SC	100	7	+	5	
y	4/11	S	EC	56	9	+	5	
n	4/13	M	SC	Appointment at Washington H.S. cancelled by them				
y	4/14	T	SC	10	6	+	3	
y	4/15	W	EC	14	8	+	3½	
n	4/16	TH	SC	Battery dead; no operation this day				
n	4/17	F	EC	3	6	+	2	no electrical power
	4/18	S		Open; no location scheduled				
y	4/20	M	SC	10	5	+	3	no elec power;
y	4/21	T	EC	7	8	+	3	drive shaft fails
y	4/22	W	SC	35	5	+	3	
y	4/23	TH	EC	10	7	+	3½	
y	4/24	F	SC	15	8	+	3½	
y	4/25	S	EC	17	8	+	4	
n	4/27	M	EC	Heavy rain; no operation				battery dead
y	4/28	T	SC	50	9	+	4	
y	4/29	W	EC	14	7	+	3½	
y	4/30	TH	SC	35	7	+	3	
y	5/1	F	EC	6	7	+	3	no elec power
y	5/2	S	SC	60	5	-	4	

Explanation:

y = yes, van operated that day.
n = no, van does not operate that day.
SC = South Central (Black) community.
EC = East Central (mostly Mexican American) community.
+ = positive coperation from host location. Usually involved friendly, helpful attitude from store managers, park officials or police.
- = negative attitude on the part of hosts.
Days lost due to van or other: 3

Table A

Daily View of MAC Work
6 Apr through 2[illegible] May (1970)

			Area	Visitors	Staff	Co-op	Hrs at loc	Problems
y	5/4	M	SC	25	5	+	4	
y	5/5	T	EC	14	8	+	3½	
y	5/6	W	SC	25	6	+	4	Van Shelves Fall
n	5/7	TH	EC	Van returned to manufacturer for book shelf repairs				
n	5/8	F	EC	Van at manufacturer				
n	5/9	S	SC	Van at manufacturer				
n	5/11	M	SC	Van at manufacturer				
n	5/12	T	EC	No location scheduled. Van returned from manufacturer				
y	5/13	W	SC	40	6	+	4	
y	5/14	TH	EC	13	7	+	3	
n	5/15	F	SC	School disruption. District closes school. No operation.				
n	5/16	S	EC	Sears store refuses to allow MAC to stop this time.				
n	5/18	M	SC	Further school disruption. MAC not operated.				
y	5/19	T	EC	17	5	+	3½	
n	5/20	W	SC	Battery dead.				
y	5/21	TH	EC	12	6	+	2	
y	5/22	F	EC	18	6	+	2	
y	5/23	S	SC	75	8	+	5	lights go out
y	5/25	M	SC	60	7	+	4	flat tire/trans
y	5/26	T	EC	17	6	+	3	trouble
n	5/27	W	SC	Maintenance scheduled. Routine warranty check. But no maint.				
y	5/28	TH	EC	20	6	+	3	
n	5/29	F	SC	Van tire and transmission repairs				
n	5/30	S	EC	Van tire and transmission repairs				
y	6/9	T	EC	20	6	+	3	
y	6/11	TH	EC	15	6	+	2½	

Explanation:

y = yes, van operated that day.
n = no, van not operative that day.
SC = South Central (Black) area.
EC = East Central (predominately Mexican American) area.
+ = positive cooperation from hosts at location. Means store managers or park officials friendly and helpful.
- = negative response from hosts at location.
Days lost due to van or other: 12

Table B

Daily View of MAC Work
4 May through 11 Jun (1970)

Table 1

Total Scheduled Stops	SC 23	EC 24	T 47	VISITS	SC	EC	T	COUNS.	SC	EC	T	C/V	SC	EC	T
Week #	(a)	(b)	(c)		(d)	(e)	(f)		(g)	(h)	(i)		(j)	(k)	(l)
1	3	3	6	Persons visiting per area & week	180	102	282	Persons counseled per area & week	27	39	66	Ratio of persons counseled to visitors	.15	.38	.23
2	1	2	3		10	17	27		2	12	14		.20	.71	.52
3	3	3	6		60	34	94		2	13	15		.03	.38	.17
4	3	2	5		145	20	165		5	3	8		.03	.15	.05
5	2	1	3		50	14	64		7	2	9		.14	.14	.14
6	1	1	2		40	13	53		1	1	2		.03	.08	.04
7	1	3	4		75	47	122		0	6	6		.00	.13	.05
8	1	2	3		60	37	97		3	22	5		.05	.05	.05
9	0	2	2		0	35	35		0	20	20		.00	.57	.57
Total	15	19	34		620	319	939		78*	102*	180*		.13	.32	.19

Actual stops by week & per area April 6, 1970 through June 11, 1970

* The weekly totals do not add up to these figures. The reason is that numerous forms used when counseling, and which our basis for conducting the follow-up depended upon, were not available for the tabulations on this table. See appendix, Item 4.

SC : South Central area (predominately Black)
EC : East Central area (predominately Mexican American)

Table 2

	SC	EC	T	V/hr	SSC	EC	T	C/hr	SC	EC	T	C/V
Total Scheduled Hours	92	96	188									
Week #	(a)	(b)	(c)	(d)	(d)	(e)	(f)		(g)	(h)	(i)	
1	13	13	26		13.84	7.85	10.85		2.08	3.00	2.54	
2	3	5½	8½		3.33	3.09	3.18		.67	2.18	2.15	
3	9½	10½	20		6.32	3.24	4.70		.21	1.24	.75	
4	11½	6½	17½		13.19	3.08	9.43		.45	.46	.46	
5	8	3½	11½		6.25	4.00	5.12		.88	.57	.78	
6	4	3	7		10.00	4.33	7.57		.25	.33	.29	
7	5	7½	12½		15.00	6.27	9.76		0.00	.80	.48	
8	4	6	10		15.00	6.17	9.70		.75	.33	.50	
9	0	5½	5½		0.00	6.36	6.36		0.00	3.64	3.55	
Total	57½	61	118½		12.52	5.23	7.91		1.37*	1.67*	1.60*	

Actual hours in the field by area and per week. 6 Apr 70 through 11 Jun 70

Persons visiting per hour (ave)

Persons counseled per hour (ave)

C/V ratios are identical to those shown in Table 1.

* These figures are based on the total persons counseled, that is, they are computed by dividing the total hours spent in the field into the total number of persons counsled during those hours. Thus, for column g, 57½ hours divided into 78 yields 1.37 persons counseled per hour. Remember, as in Table 1, columns g, h, and i have 78, 102, and 180 persons respectively. (See Table 1, the footnote)

SC : South Central area (predominately Black)
EC : East Central area (predominately Mexican American)

Hightlights of tables A and B are as follows:

1. Notice the number of operating days lost due to the weather, schools problems, or, in particular, days lost due to the van. Book shelves collapsing, steering problems, transmission trouble, flat tires etc. played havoc with our schedule. This hurt us. More than once we received complaints because we failed to show up at a scheduled location.* It is significant therefore that out of 47 scheduled stops MAC was able to make only 34 of them.
2. An average of 7 persons staffed the van at the various stops, and roughly 3 hours was spent at the different locations. The latter may be compared to the planned stopping time of 4 hours.
3. MAC received considerable cooperation from persons hosting the various locations. Indeed, only at three locations out of the thirty-four visited did our hosts not cooperate. This was, however, understandable. In most cases the consultant on board sought permission to park at a given location at the very moment MAC arrived at the location. The fact that so little resistance was encountered seems to show that community businesses were very responsive to the program, and that the consultants did well in their public relations efforts. As a matter of fact, some of the store and park officials were so good natured, and showed so much enthusiasm about the program that they allowed their personnel to take time off to investigate the van for themselves. It is likely that in MAC's attempt to improve the schools' images and to improve community-school relations what in fact may have happened is that the image of businesses in the eyes of the schools was much improved. And that's not so bad.

Turning now to tables 1 and 2 we see that some of the highlights of the program during its total operating time are as follows:

1. In both tables the totals for columns g, h, and i are not equivalent to the sum of their respective columns. The reason is that although 180 persons altogether received counseling, the data in these tables is computed for 145 persons for whom we have records in terms of their interview forms. The 35 missing forms are largely from persons counseled in the South Central area, and these were lost during the follow-up period. (See appendix Item 4 for a summary of the distribution of these forms.) It needs to be noted then that the column showing persons counseled per week in the South Central area has data that does not count 31 people.
2. During the nine weeks of operation 939 people visited the van--that is,

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* It is clear that the problems we suffered while trying to acquire the van were to continue after it was delivered. We do not think that our operating troubles are characteristic of what others may expect with their equipment--certainly,at least, not on our scale--but we rather believe that ours is a special case, and an instructive one for others. For more on this see the appendix Item 12.

939 people stopped and inquired as to what MAC was all about. In all cases the conversations were pleasant with visitors showing considerable interest and friendliness. Even the Black Panthers, in front of whose headquarters MAC inadvertently parked one evening, showed enthusiasm. In any case, these visitors came by the van during 34 stops and 118½ hours of field time, suggesting that MAC is quite effective in stirring up local interest. This of course is important.

3. During 34 stops 180 persons received counseling, a comparatively high number considering that MAC could have received better publicity and was operating without any prior experience on which to operate with better planning. This also is quite important.
4. During the first 4 weeks 60% of all persons who visited the van during its nine weeks of operations came, that is, 568 people visited MAC during 72 working hours for an average of 7.89 persons per hour. This raises some questions about the nature of those weeks which we will explore later.
5. During those same four weeks over half of all persons who were to receive counseling in fact received it, that is, 103 persons during 72 work hours for an average of 1.43 per hour. However, as we shall see, this information needs to be qualified.
6. A random glance at Table 2 with reference to hourly visits and hourly counseling sessions suggests that in relation to MAC's average personnel staffing some modification therein might prove economic. The figures suggest that staff could be cut down somewhat and not prejudice the operating effectiveness of the program. Indeed, some cuts might enhance that effectiveness. However, it must be remembered that the hourly figures are averages and do not take into account events where MAC was plainly a dud in terms of attracting anybody, or events wherein MAC was indeed swamped with both visitors and people wanting counseling. More on this later.
7. It is clear from both tables that more people visited the van while it was in the South Central (SC) area than did when it was in the East Central (EC) area. On the other hand, more of those who did visit the van in the EC area received counseling than did of those visiting when it was in the SC area. That is to say of 620 visitors in the SC area only 78 received counseling, whereas out of 319 visitors in the EC area, 102 received counseling. This finding, which surprised us greatly, is worth commenting on by itself, for clues as to why this happened, and, further, clues as to where MAC would be likely to receive many visitors and counselees bear on possible future strategy. So we will now digress shortly before reaching conclusions as to MAC's operational effectiveness in terms of attaining certain of MAC's purposes.

A Digression

We have seen that one of the interesting features of tables 1 and 2 is the striking difference they show in the number of persons who visited the van while it was at a SC location vis-a-vis the number who visited while it was at an EC one. A glance at Table 1 columns d and e shows that each week more visitors came to the SC locations than to the EC locations; alternatively, more of those visiting at the EC locations got counseled than did of those visiting at the SC ones, as columns g and h of the same table show.

We wondered why. We were surprised at first to find, as noted, that even though 620 people visited the van in the SC area only 78 received counseling, compared to 102 who received counseling out of 319 visitors in the EC area.

This was of great interest to us. What would account for these differences? Could we control any of the relevant contributing factors? What, indeed, were these factors? Was there a significant difference in the kind of locations MAC stopped at as between the two areas which would account for the different figures? Was the time of day at a given location type somehow a factor--if not in differentiating as between the visitor-counselee results for the two areas, then perhaps in differentiating as between location types which generally draw high numbers of visitors or counselees? Or, maybe there was a difference in approach used by the counselors who worked in the EC areas as compared to that used by counselors who worked in the SC areas? And what about the media? or even the kind of target district?

We were eager to find answers to some of these puzzling questions, even if they were only tentative ones. For we realized that if we could find some of those answers, and locate some contributing variables, then we could probably plan future operations more effectively.

For example, if we could suggest--even on a small scale predict-- which location types would be likely to bring us a relatively higher number of visitors per persons counseled, then we could staff the van largely with a view to doing public relations--which is a valid effort. Or, if we could suggest which location types might bring us a relatively high counselee-visitor ratio, then we could staff the van to probably do a lot of counseling.

And these two schemes, in turn, could well bear heavily on cost: in the former instance we could probably rely on comparatively more volunteer help, say in the form of students, who would simply have knowledge about what MAC is and who could in turn communicate that intelligence to visitors; in the latter instance, where counseling was the chief aim, we would probably want to staff the van with comparatively more professionals and para-professionals who would naturally be more expensive. Or, indeed, if we could identify the variables sufficiently well which contribute to attracting visitors and counselees, and if we could learn how to increase the counselee-visitor ratio to a relatively high level (as we did at Lincoln Adult School) and maintain it there, then we might consider expanding the program, acquiring more vans, and having professionals train more para-professionals to do the increased counseling--and at somewhat lower cost.

These comments may sound premature, and bordering quite handsomely on wild speculation. However, the comments may not be as curious as all that, and I mention them only to indicate the practical possibilities which obtain in a MAC-like program given a more sophisticated management of its operations.

To return then, we have posed several questions relating to some interesting differences in MAC's field operations and whose possible answers may bear quite heavily on future operating strategy.

To find some answers, and therewith some clues as to which variables MAC could more effectively control, we need to do a little studying.

2.

An approach to this is to study, for each area, the type of locations stopped at during the weeks when the highest number of visitors came. We can do the same thing for the weeks during which the highest number of persons receiving counseling came. We can construct some broad categories as to the location types, calculate hourly visits for each type, and compare the results for each area against each type of location. We can do the same for location types where the highest number of counselees appeared. And by studying the location types in terms of their differences we can tentitively locate variables which seem to account for the differences, and from there decide if the variables fall within MAC's control enough to affect future outcomes with respect to numbers of expected visitors and counselees.

3.

Table 1 column f (page 22) shows that the highest number of visitors came during weeks 1, 3, 4, 7, and 8.* If we look these weeks up on the operating schedules (see appendix Item 6) we can find out which types of locations were stopped at each day. Now, by comparing the latter to the daily visits (of people) indicated on tables A and B we can know how many visitors came to each location type in both the SC and EC areas.

Doing this we find that during the weeks of highest visitation noted above a total of 13 stores, 5 parks, 2 housing projects, and 4 special effort locations+ were stopped at. Altogether, 24 stops were made, 758 persons visited the van, and 86 hours were spent working.

Now by examining the weeks when the highest number of persons receiving counseling (counselees) came to the van, we can arrive at some comparative figures for each location type in each area. Tables 1 and 2 column i show that these weeks were 1, 2, 3, 5, and 9. Looking up the location types for these weeks (on the operating schedules) and relating them to the number of counselees obtained during those weeks (see Table 1 columns g, h, and i) we see that 9 stores, 5 parks, 2 housing projects, and two special efforts locations= were stopped at. Altogether 18 stops were made, 115 persons were counseled, and 64 hours were spent working.

Notice that during only two weeks--1 and 3--did both a high number of visitors and counselees come. We will examine this more carefully later.

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* Table 2 column f (page 23), which reckons data per hour, shows that on an hourly basis week 6 and not week 3 had the higher number of visitors. I have not used week 6 however because during that week only two stops were made, both of them stores, 7 hours were spent working, and 53 visitors came. The latter may seem like a lot, but as the analysis on the next page shows, this is not unusual for stores. On the other hand, during week 3 a full 6 stops were made and 20 hours were spent working. Also, the types of locations stopped at included those other than stores. I use week 3 chiefly because in terms of working time it is more representative of normal operations, and also because I wish to give some representation to locations other than stores.

\+ Special effort locations were those scheduled for a special occasion. During the above weeks, these locations were at the annual Venice Festival, the Ecuador Club, the Watts Art Center, and a junior high school. The latter, where only 15 visitors came--none of whom were counseled--I do not include in the computations on the following page.

= These two special effort locations were both at Lincoln Adult School, and they were the only stops MAC made during week 9.

4.

Let us now break the foregoing totals down into more specific data. In this, notice that I have computed the hourly ratio of visitors and counselees who came to each location type. Taking visitors first we have:

South Central (SC) area

5 stores	300 visitors	21 hours	14/hr
2 parks	45 "	6 "	7/hr
1 hous pro	35 "	3 "	11/hr
2 sp effrt	125 "	9 "	14/hr

East Central (EC) area

8 stores	183 visitors	28½ hours	6/hr
3 parks	23 "	9½ "	2/hr
1 hous pro	14 "	3½ "	4/hr
1 sp effrt	18 "	2 "	9/hr

Turning now to the breakdown for the number of counselees who came to each location type in each area we have:

South Central (SC) area

5 stores	34 counselees	21 hours	1.62/hr
2 parks	3 "	6 "	.50/hr
1 hous pro	1 "	3 "	.33/hr

East Central (EC) area

4 stores	41 counselees	16½ hours	2.50/hr
3 parks	9 "	8½ "	1.05/hr
1 hous pro	7 "	3½ "	2.00/hr
2 sp effrt	20 "	5½ "	3.63/hr

These data clearly show in a much more dramatic way how different were the operating experiences as between the two areas in terms of numbers of visitors and counselees who came to the van. The hourly ratios, which help to facilitate comparisons where the number of stops at the location types differ as between the two areas, seem to show that approximately twice as many visitors as came to each location type in the EC area came to the corresponding location type in the SC areas. Further, the ratios seem to show anywhere from 1½ to 6 times as many people who received counseling at each location type in the SC areas received counseling at the corresponding location type in the EC areas. However, as the intelligent reader will readily recognize, these differences would hold true if and only if everything involved--from people, location type, time of day et al--were precisely equivalent i.e., if all factors were equal. This of course is

not the case. Indeed, were it so our task would end here, and MAC would plan future operations with an eye to doing mainly public relations in the SC areas, and counseling in the EC ones. Happily however, neither is life so simple nor of so little interest, and we are encouraged into further toil.

5.

The reader will recall that we are here searching for variables which fall enough within MAC's control to facilitate improved planning as to future operations--in particular, operations with regard to location selection and to increasing the number of visitors and counselees who come to MAC.

Let us now examine the preceeding data in terms of the following variables:

1. Location characteristics: this refers to kinds of stores stopped at, their goods for sale, parking space, geographical setting, visibility, possible nature of shoppers; or it refers to parks, their location and facilities; or to housing projects and their general nature; or to the nature of the special effort location in terms of type of activity, preparation for MAC visit, and probable number of visitors.
2. Hours at location, both the number thereof and the time of day at the location. This also would include the day of the week of the stop.
3. Frequency of visits, both to the same location or within the same geographical area.
4. Nature of information being disseminated--was it the kind people need.
5. Nature of staff on board the van, the approach they used.

Before proceeding however, we must overcome a problem: it is the fact that only two out of eight weeks we have taken data on are identitical in terms of being weeks during which both high numbers of visitors and counselees came. The difficulty is less with these two weeks i.e., weeks 1 and 3, than with the remaining ones. For it is clear that any attempt to locate differences between the location types in terms of numbers of visitors and counselees they drew requires that we match those types as much as possible.

We can overcome the difficulty by examining weeks 1 and 3 against the above variables, then examining the other weeks with the exception of week 9 where only two stops were made, both of which were in the EC area, and both of which were quite special. This we will do as we go along.

6.

Location Characteristics:

a. stores; there were considerable differences between those in the SC areas and those in the EC areas. The former's stores were usually very large multi-purpose stores where a variety of goods were sold. Two of them-- Whitefront and K-Mart,--were located at virtual shopping

centers where parking space was ample and visibility (of the van) very good. It is not surprising therefore that these stores brought MAC many visitors and many counselees. Part of the explanation probably lies in the fact that while at these stores MAC was likely to intersect many shoppers who were seeking different goods from groceries, clothing, to appliances and auto accessories. The two large stores in the SC area noted were visited during week 1, which brought MAC high numbers of visitors and counselees. The other SC stores were grocery markets, and although these had large parking spaces compared to the EC markets, the spaces were smaller than those of the multi-purpose stores, and so, accordingly, was the visibility. At these smaller markets MAC was likely to intersect a fewer number of visitors who came for only one kind of commodity--food--and of course the visibility of the van was reduced also. These markets were stopped at during all week days and there were some differences in the number of visitors who came on the various days. More on this later.

The EC stores were all grocery markets having comparatively smaller parking spaces. This reduced van visibility. There was one exception to this, and that was the Sears store stopped at on April 11, 1970. But to return to the markets, it is significant that most of these were independents with only one chain represented, which was Safeway. The independents were generally located in the local district of the business area, and was one of many stores all doing a variety of business. We learned, for example, that the Big Buy independent in Boyle Heights was among 38 small establishments located along that "local" district of Brooklyn Avenue. That's about 1.36 stores per block! 1/ The result of this seemed to have been to split up the potential visitors to MAC by way of shoppers going to many different stores to fill their needs--including to small grocery stores selling specialized foods peculiar to the Mexican American diet. This reduced the number of shoppers MAC would (and did) intersect while at the markets.

Of further interest in this connection is shopper preference as to any given store. The SC ones were often located outside the local residential area, and it seems likely that any dissatisfaction residents might have with local merchant practices 2/ combined with the size and variety of goods sold at the larger stores made the latter preferable to shoppers. They were probably willing to go a few miles. And of course the higher number of visitors to MAC at

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1. Frederick D. Sturdivant, "Business and the Mexican American Community", California Management Review, XI No. 3, Spring, 1969, p. 75. Mr. Sturdivant does indicate that shoppers in the Watts community do leave the local area to do shopping, and that a major reason is dissatisfaction with the local merchants.
2. Ibid., p. 76.

the very large stores in the SC area support this. On the other hand, shoppers in the EC area,,who seem to be quite satisfied with local merchant practices 1/, do most of their shopping locally--as noted-- at many different stores and markets. Only for clothing do Mexican Americans seem willing to travel outside their local areas. 2/ When they do, they usually go downtown or to the Sears store, which MAC visited. At that store MAC received high numbers of visitors and counselees during its stop there during week 1.

In sum then, it appears that going to stores and markets draws many counselees and visitors, and support to this is given in the data on page 29. The difference in the hourly ratios of visitors as between the area location types seems partly accounted for by the store differences we have discussed here. Why more persons who did visit the EC stores got counseled than those visiting the SC ones is not clear. Other variables not taken into account here probably play a part. What we cannot say with much certainty.

b. parks; the SC parks were generally large and well equipped with recreational facilities, and handsomely carpeted with very green grass. The EC parks were equally well equipped and green--from what we could see, but they seemed to be spacially smaller and somewhat more isolated. By this I mean that an SC park--such as Will Rogers Park--was often located off a main street whereas the EC parks--such as Laguna-- were generally located within a local residential area. The difference in drawing power between the parks in the two areas may partly be accounted for by this locational difference. In neither area did the parks seem to draw many visitors or counselees, as data on page 29 show. It would seem likely then that from the standpoint of attracting visitors and counselees, parks are considerably less effective than stores or, as we shall see, other location types.

c. housing projects; these were broadly similar in both areas. They were characterized by rectangular spacial arrangements as to the housing units, with little opportunity for a van the size of MAC's to park at a fairly visible spot. However, many people seemed to be walking about, and this together with the student canvassing that was done, would seem to suggest why results in terms of drawing visitors and counselees were better than at parks. (See page 29) Operating at these housing units might usefully be continued to see if a standard visting schedule might not increase the results.

d. special effort locations; these differed as between the two areas. In the SC area the Watts Art Center was visited, and 50 visitors came during 4 hours. However, few of these received counseling. MAC attracted much attention, and evidently only aroused a lot of curiosity. The SC crew also took MAC to the Venice Festival where 75 visitors came, none of whom were counseled. In the EC area two special stops were made, one at the Ecuador Club and one at Lincoln Adult School. Preparation for MAC's arrival in terms of making prior arrangements and making announcements as to MAC's purpose seemed to work quite well because many counselees came as a proportion of visitors. Preparation of this sort was made neither at

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1. Sturdivant, p. 75.
2. Ibid., p. 75, Table I.

the other special locations, nor at any other location type. The results, especially at Lincoln Adult School, would seem to imply that preparing a location for MAC's arrival reduces the number casual visitors and increases the number of persons who come actually prepared to be counseled. This of course is what might be expected. And preparation would seem crucial in terms of increasing the counselee-visitor ratio.

To summarize, our data suggest that on the basis of MAC's experience special effort locations where prior preparation is employed draw the highest number of counselees and have the highest counselee-visitor ratios. Stores are the next best bet in these terms, and <u>are</u> the best bet in terms of attracting numerous visitors. Housing projects come next, with a suggestion of additional effort at them; parks, overall, seem to show the least promise in terms of both attracting visitors and counselees. It must be noted however, that these conclusions are tentative--our sample is so small--and are offered only as suggestive of where MAC can go given where it has been.

Hours at Location:

a. stores; in general, between 3 and 4 hours were spent at the various stores, with the exception of stores visited on Saturdays, when 5 hours were spent working. The stores were visited between about 4 PM and 8 PM during weekdays, and between noon and 5 PM during Saturdays. Mondays, Fridays, and Saturdays showed the best results in terms of attracting people.
b. parks; all of these in both areas were visited during weekdays between about 4 PM and 7 PM, meaning about 3 to 3½ and sometimes 4 hours were spent working. The fact that the parks did not seem to draw many visitors or counselees may well be partially due to these working hours. Some weekend stops might change the figures quite a lot, and they might not. Whether MAC will attempt to explore these locations during weekends is much a matter of judgement on the part of management as it weighs other alternatives given its time constraints.
c. Housing projects; the same arrangement as to hours at the project applies as with the parks. All housing projects were visited during week days so weekend efforts might change the figures with respect to increasing the number of visitors and counselees.
d. special effort locations; days and hours are generally the same as for parks and housing projects. That results, especially at Lincoln Adult School, were so good shows that MAC has plenty of potential for making the most of week day operations.

Frecuency of Visits: Only three locations were visited more than once. However, the given target district was returned to frequently, even if the location therein differed from stop to stop. MAC's appearance in the neighborhood did become noticeable after nine weeks, and many comments to this effect support this. It is likely that with a longer operating time MAC will indeed improve on its public relations, its neighborhood familiarity, and, as it becomes better known, on its effectiveness.

Nature of Information Disseminated: this was information relating to educational and vocational opportunities available at the community colleges, adult evening schools, and occupational skill centers. Also, information relating to financial aid was given from time to time. The nature of this information did not vary as between the two areas or as between different location types, except, of course, insofar as the content of educational programs being offered in schools within the two areas may have differed. As to whether the information was of the kind needed by community members, we may assume that it was given that in 90% of the interviews a referral was made, implying that in fact an educational need was determined which could be met by an appropriate school (see Part 3 page 41).

Staff on Board: although not entirely the case at all times, the crews working in the two areas were composed of persons who shared the ethnic identity of residents living in the area served. In this the two crews were well matched i.e., the bulk of persons working in the SC area were ethnically black, while the bulk of those working in the EC areas were of Mexican/Latin American extraction, and bilingual.

Some difference in approaches used in serving the two areas were observed as between the two crews. For example, the relatively high number of persons who came to the van in the SC locations, especially at the large stores, made it somewhat unnecessary for the crew there to actively solicit counselees. On the other hand, the EC crew did much at all locations to involve people with MAC. Quite frequently staff members in the EC areas actually accosted passer-byes to tell them what MAC was, and to invite them into the van for a talk. Anyone showing the least inclination as to desiring the kind of information MAC disseminated was coaxed into the van. In this a labor division was worked out. Some of the staff did the approach and initial talking, and if the visitor showed interest, the staff member would walk the prospective counselee over to the van where he was introduced to another staff member who in turn did the counseling. Further, in an effort to draw attention to the van, frequent announcements were made over a public address system on board. This, incidentally, was also done in the SC areas. However, in the EC areas a further interest arousal technique was used i.e., music germane to local tastes was played over the PA system between the announcements. In addition, in the EC areas, as might be expected, announcements and the majority of verbal exchange between staff and community members were conducted in Spanish. This may have been of considerable importance in terms of attracting counselees, and, together with the other approaches used by the EC crew, may provide at least one hint as to why more persons received counseling in the EC areas than in the SC ones.

In this connection, and in addition to the sheer interest generated by the van--which was a factor in interest arousal in both areas-- at least three factors are noteworthy: firstly, it is probable that a higher percentage of all visitors who inquired about the van received their initial motivation to do so from the staff member who came to him with the information--this of course in the EC areas; secondly, as a result

of these staff efforts it is likely that people were inclined to respond to this rather personal mode of approach favorably--indeed, one individual in the EC area came two blocks to the van only because he wished toplease the canvasser; and thirdly, the cultural reinforcement inherrent in speaking Spanish probably did much to encourage trust and break down those common barriers between strangers-embarassment, shyness, and aloneness. 1/

This is not to imply that similar cultural reinforcements are non-existent in the SC areas. Clearly, to anyone familiar with the vernacular of residents living therein, or with their dress and behavior mannerisms, suggesting that black residents are without cultural characteristics which might encourage them to investigate MAC is utter rubbish. However, what is suggested here is that these cultural reinforcements were not taken full advantage of by the SC staff in combination with a variety of interest arousal techniques. And this seems to have not happened because of the relatively high number of visitors who expressed an interest in MAC, and acted on that interest, on their own.

In sum, it appears quite possible, even somewhat probable, that the approach as used by the area crews, especially that of the EC staff,hints as to why the difference in total numbers of persons who received counseling in the two areas. Were the SC staff to become more actively involved in a more direct and personal approach in contacting prospective counselees, or in simply conversing with visitors, it is possible that a higher number of visitors might also become counselees, thereby increasing the counselee-visitor ratio. This conclusion is--as have been the others--only tentative.

7.

From the examination it would seem clear that MAC in fact can excercise some influence on the program by dealing effectively with the variables discussed. On the basis of the foregoing analysis then, the following conclusions with respect to MAC's ability to control given variables seem fair if tentative:

1. MAC can influence each of the five variables implied in the data on page 29. Thus, albeit MAC cannot change the location characteristics, MAC can select locations whose characteristics in turn seem to facilitate goal attainment. MAC has less control over its operating hours given the part-time nature of its staffing, but working hours might usefully show more flexibility. Frequency of stops can be controlled, particularly

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1. Sturdivant, pp. 75, 76. Mr. Sturdivant indicates that in the areas studied by him 99% of all grocery shopping and 67% of all furniture shopping is done locally. An important factor in this he says, is the cultural reinforcement and consumer satisfaction found in the Spanish spoken by merchants and in the line goods they sell.

with respect to arranging a more standard operating schedule. This would seem quite possible given that MAC will be able to operate during a complete year in 1970-71. The nature of information can be directly controlled and so far the information disseminated indeed seems to be in demand. However, MAC could expand its reach in terms of informational sources on hand, especially by exploring as yet up-tapped areas of service e.g., service with regard to veterans. The situation among the latter--to the informed--is quite serious, and MAC is currently planning ways to work veteran counseling into its program. Finally, the staff on board can be controlled, more or less, with respect to ethnic composition and quality. In this, staff might usefully be reduced or adjusted to meet visitor and counselee expected to come to different location types.

2. MAC can probably increase the counselee-visitor ratio by attempting more special effort stops of the kind done at Lincoln Adult School. These stops would include prior preparation. At stores the ratio might be increased by allowing a somewhat reduced staff to take greater initiative in approaching and talking to people. A tape recorded announcement of MAC's purpose broadcast over the on-board PA system might relieve staff from this function, and free it do spend more time approaching shoppers.
3. MAC could staff the van with numerous students workers and volunteers and do a considerable public relations effort at special festivals. Not much counseling might be expected at these--given past experience--but of course we could get surprised.
4. Stores might be visited on weekends, with other location types visited during the weekdays. This might economize on the staff effort by adjusting staff's number to meet expected numbers of visitors. Results show that MAC can expect good turn-outs at stores especially on weekends and at other locations during the weekdays e.g., Lincoln Adult School.

Conclusions

To return from our digression now, let us attempt to draw conclusions which seem consistent with the findings of this part of the report.

As we have seen (from Part I pages 8 and 9), among MAC's purposes were to extend school counseling services into needy communities, to improve the image of the schools within the communities served, and to create a new communications link between the schools and agencies and community members inside the target areas. In this regard,

as we saw from tables A and B, it is likely that MAC indeed has begun the important task of developing communication with businesses and park officials, and also with other agencies through the Welfare Planning Council. That MAC recieved overwhelming support from the businesses with which it cooperated, the schools and parks to which it went would seem to support this.

In terms of extending the counseling services available at the various schools it seems likely that the 180 persons receiving counseling in only 34 days indicates that this was indeed accomplished; more important is the enormous potential implied by this finding.

Also, that in those 34 days 939 people came to the van and spoke with personnel therein would seem to suggest that MAC was instrumental in improving the images of the various schools served. Comments from counselees (see Part 3) plus the cordial nature of visitor reactions to the program seem to suggest this. Moreover, that MAC in fact came into contact with so many people seems to indicate that its mobility is indeed a crucial factor in terms of stirring up local interest, and in terms of intersecting large numbers of people at comparatively low cost.

Our digression, and our conclusions therefrom, seem to suggest that a more refined approach in terms of operating the program is indeed possible. These matters improve considerably on the program's viability by indicating that a planned and rational approach to accomplishing mobile counseling can increase the effectiveness of the operations, and of the results. In this regard, our digression may be viewed as a modest and very early attempt to suggest a methodology for evaluating program progress and planning it future mode of operation.

2.

It is time now to proceed to Part 3 where we will examine the findings with respect to the success of MAC during the field operations described in this part.

We have seen that 34 days of field experience brought MAC 180 persons counseled. In this part, we will examine the characteristics of these people, we will see what happened to many of them, and we will look at comments which many of them made about the MAC program. Although the reader will find this an agreeably short part, its significance in terms of MAC's potential will be important.

Characteristics of Counselees

The tables on the following two pages summarize these characteristics. Highlights of these tables worth mentioning are as follows:

1. The sample for each item varies between a total of 145 and a low of 126 responses. This was due to two reasons: firstly, out the total of 180 persons who received counseling and on whom data was collected on the interview form, 145 were able to be examined. The other 35 persons could not be examined because their forms were lost during the follow-up period (see appendix Item 4 for a summary of the follow-up distribution of forms). The second reason is that not all respondents answered all of the items on the interview form. This was due partly to the unwillingness to answer some items on the parts of some respondents, and partly to the relative inexperience of some of the para-professionals in asking the questions.
2. The ethnic group distribution cearly shows that MAC hit the target persons who were considered important and in need of MAC's service. 56% of these people had attained an education of 10-12 years of school, and 81% of the measured group expressed a desire to accomplish a trade school education, a two year college education, or a four year college education. A qualification of the figures here is that many respondents who expressed a desire for a trade school education were marked on the interview form as desiring a two year college education. The same often occurred in reverse: those expressing a desire for a two year college education were marked on the form as wanting to attend a trade school. The chief reason for these discrepancies is the special case of Los Angeles Trade Technical College, which many considered to be a two year college at times, and a trade school at other times.
3. A high percentage of the respondents were married, indicating that MAC serves an important service in terms of aiding adults in seeking job improvement programs.
4. The clear majority of respondents for which data is tabulated were males. A qualification, however, is that many of the respondents were Latin American males, a group not often paid attention to. The good results involving Latin Americans is due largely to the efforts of Jimmy Aycart, who is himself Latin American, and who is a MAC consultant.
5. Although the majority of refferals are indicated as having been to a junior college, 40% of the referrals were to adult schools and

Characteristics of Persons Interviewed

Table 4
N=145 Sex

	SC	EC	T	% of Total
MALE	24	68*	92	63
FEMALE	23	30	53	37

Table 5
N=141 Ethnic Group

	SC	EC	T	% of Total
Black	41	1	42	30
Mex Amer	1	58	59	42
Latin Amer		33	33	23
Other	1	6	7	5

Table 6
N=134 Education Completed

	SC	EC	T	% of Total
1-6 yrs		14	14	10
7-9 yrs	2	10	12	9
10-11 yrs	14	18	32	24
12 yrs	17	26	43	32
1 yr Col or more	8	15	23	25

* This obvious disproportion is partly accounted for by the very high percentage of persons interviewed who were from a Latin American country. Of the 68 males interviewed in East Central (EC) Los Angeles 26 were Latin Americans; of the females 7 were Latin American. In other words, of the entire EC male sample, 33% were from a Latin American country.

That so many persons interviewed were Latin Americans is accounted for by the fact that several times MAC visited a special interest cultural club whose members were Latin Americans, and mostly males.

Characteristics of Persons Interviewed

Table 7
N= 131 Education Desired

	SC	EC	T	% of Total
H.S.	4	9	13	10
J.C.	12	20	32	24
4 yrs Col	14	22	36	27
Trade Sch	8	32	40	30
Other	4	6	10	9

Table 8
N=130 Person Resides:

	SC	EC	T	% of Total
by himself	6	14	20	15
w/parents	15	29	44	34
w/spouse	11	39	50	39
other	5	11	16	12

Table 9 Referral Action
N=126

	SC	EC	T	% of Total
Occupational Cnt	8	17	25	20
Adult School	3	22	25	20
Junior College	19	47	66	52
Other	2	8	10	8

the occupational centers, indicating that MAC indeed provides service to a variety of educational resources. Of further interest is the finding that 25% of the measured respondents had attained one year of college or more, suggesting that MAC can serve persons who otherwise might be considered not in need of advisement.

Follow-up Results

The results of the follow-up, which suggests the real success and potential of MAC, are epitomized on the next table. Highlights of these results are as follows:

1. Out of the 180 persons counseled 98 were contacted in order to determine what happened to them as a result of the interview. The other 82 were not contacted for various reasons: some could not be reached at all; some could not be reached after repeated attempts; some could not be reached because their interview forms had been misplaced; and others, who could still be reached, were not contacted because we were short of time. A summary of the follow-up effort is found, as noted earlier, in the appendix as Item 4.
2. Of the data collected, 90% of the counselees had a refferal made, suggesting positive results accrued from the interview in terms of establishing an educational need which could be met by a given educational institution.
3. Of the referrals made 28% of the counselees actually went to the suggested institution, and of these 38% got enrolled. Although the raw figures are small, these results suggest that MAC has shown considerable promise and shows considerable potential. A qualification is that these people were interviewed during April, May, and June when enrollment was generally not possible at most schools. And the follow-up was conducted during the early summer weeks when many persons who had been interviewed had not yet taken the opportunity to investigate the referral. That 75% of those who had not investigated the referral said they intended to seems to bear this out. Whether these people will in fact investigate the referral we cannot say; still less can we say how many of these will become enrolled. Probably a further follow-up will be attempted on these people.

Comments about MAC

The table on the next page shows that of the 98 persons on whom a follow-up was conducted 92% said they found the interview useful. A non-random sample of 60 of these persons suggests in what way the interview was found useful.

26 of these comments specifically referred to the role MAC played in bringing information about schools directly into the community, where it was viewed as needed. 27 persons mentioned that MAC had provided them

Table 10

Persons Counseled On Whom Follow-up Was Completed

N=98 Was a referral made?

	SC	EC	T	% of Total
YES	28	60	88	90
NO	8	2	10	10

N=88 Of referrals made, how many went ?

	SC	EC	T	% of Total
YES	8	16	24	28
NO	20	44	64	72

N=24 Of persons who went, how many enrolled? *

	SC	EC	T	% of Total
YES	3	6	9	38
NO	5	10	15	62

N=64 Of persons who did not go, how many intend to?

	SC	EC	T	% of Total
YES	16	32	48	75
NO	4	12	16	25

N=98 Did individual find MAC interview useful?

	SC	EC	T	% of Total
YES	33	57	90	92
NO	3	5	8	8

* See page for a qualification of this.

FINDINGS

with either new or renewed motivation in terms of doing something to enhance their lives. 8 individuals said that MAC had given them some direction in terms of what could be done with their lives, and 4 of these said MAC had been responsible for them either staying in school when they were considering dropping-out, or returning to school after once having dropped-out. Altogether, in one context or another, 32 people said MAC provided the community with needed information about schools and other educational opportunities, and 30 said MAC had given them motivation to improve their lives in terms of seeking and acquiring more educational or vocational training.

On the negative side, 8 persons said that MAC had not been of much use to them. Three of these complained that information promised to them by MAC personnel was not sent, one said that the interview advise was too vague, another said that he came for the interview only to satisfy the student canvasser, one complained that there was too much time between the first contact and the follow-up, and the last said that student interviewers should be better informed.

Examples of some of these comments are below:

"I liked MAC because of the hope it gave me."

"MAC helped me get information about college. The follow-up should be continued in order to keep track of people."

"Keep up the good work! MAC gave me a chance to study into a new career."

"MAC is great! I found out I could go to college." (This person went for an interview at L.A.C.C. on July 15, 1970.)

"MAC is something -- community needs it for spreading information."

"MAC ought to be better informed about exactly which schools to go to."

"MAC people seem to know what they are doing."

"MAC useful? Oh, yes, yes -- I found out I could go to a junior college, and I received motivational support."

"MAC people were polite and useful in giving information. Will enroll in the fall."

"I was impressed with the program, and was glad to be followed-up - people care."

"Gave me direction and inspiration."

"MAC encouraged me to learn English." (Said in Spanish.)

"Very, very good for giving the community information."

"I got into a welding course through MAC and completed it. MAC is excellent."

"Gave me moral support. I'm interested in returning to school."

"I was going to drop out of high school, I dicided to stay."

There were many more comments along similar veins as those suggested above. The comments seem to indicate that MAC in fact was received by community residents with considerable enthusiasm, and that MAC, as a practical enterprise, was successful to those with whom it came into contact with and on whom the follow-up was completed.

Conclusion

On the basis of the infomation we have seen in this part the following conclusions about MAC's success and failures seem reasonable:

1. The data indicates that MAC hit the target people for whom the program was intended.
2. The data show that MAC serviced chiefly those who had 10-12 years of school, but that others having some college also found MAC useful.
3. The data seem to show that MAC provided services spread as between the various educational institutions in the target areas -- especially the community colleges.
4. The follow-up results suggest that MAC has considerable potential for aiding community persons to enroll in school, and that at least many now intend to try. However, we have no way of knowing how many of these people intended to try before they came into contact with MAC. An assumption is that these people in any case received encouragement to seek enrollment, and this is supported by comments made by the respondents to the follow-up.
5. It is likely that the images of the various educational institutions which MAC serviced was strenghtened by MAC's effort in the field. This conclusion is indirectly drawn from the cooperation received from community agencies (which we reviewed in Part 2) and from the comments made by counselees about the program. It is assumed that as MAC represents the schools which it services, that comments about MAC indirectly reflect feelings which people have about the the schools. That some people who received poor treatment from a school to which they were referred, and that MAC in turn was blamed seems to support the idea that the reverse would hold true.
6. MAC probably needs to review its personnel training with reference to some comments which were made about the knowledgeability of the para-professionals. However, as these comments were very small in number (i.e., one person made this complaint), and as many contradictory comments were made, this is probably not a serious matter.
7. MAC, for its first year of operation, was probably a moderate success. But the nature of that success, taken against the background of the program's history would seem to strongly suggest that MAC is on the threshold of opening up an entirely new dimension in community counseling and in school community relations.

We will here summarize, part by part, what has gone before in order to recap the important highlights of the entire report. In this way we can regain any perspective lost while reading the details contained herein.

Part 1 Description

1. Our review of the urban background within which MAC operated revealed that the second largest educational enterprise in the nation, which serves nearly 800,000 elementary, secondary, and community college students, has been unable to meet the educational needs of residents living in the poverty areas.
2. The worst poverty areas in Los Angeles County are located in 14 communities which are parts of the South Central and East Central Los Angeles areas. Housing, employment, income, and educational attainment in these areas are far below the figures for the rest of the county.
3. Poor education and high unemployment are closely associated with civil disorder.
4. Relations between residents living in the poverty areas and the schools serving them are poor, and characterized by distrust, poor[illegible], communications, and dislike of school facilities, teacher abilities, and the shortage of counselors.
5. MAC aids in reducing the severity of the above conditions by traveling directly into the communities concerned taking with it information which can lead to school enrollment, better employment, thereby helping to alleviate tensions resulting in civil disorder. Further, this service enables community residents to actively seek educational and vocational opportunities available to them, thereby aiding them in acheiving improved enhancement of self-images in terms of pride, dignity, and accomplishment.
6. MAC is funded by the Coordinating Council for Higher Education and the community college district under provisions of Title I of the 1965 Higher Education Act.
7. Edward Robings, now Dean of Students at Los Angeles Trade Technical College, wrote the proposal under which MAC was funded.
8. MAC's purposes include the extension of the counseling services available at Los Angeles City College, which operated MAC, the community college district, the adult schools, and the occupational skill centers into the communities they serve. Further, MAC seeks to provide counseling to persons who might not otherwise get it, especially inner city residents. Also, MAC seeks to provide immediate access to information regarding all types of educational opportunities available to residents in the disadvantaged areas. MAC attempts to provide role models in the form of student counseling assistants with whom community members can identify. MAC seeks to prepare people for

further counseling at the appropriate schools. MAC seeks to improve the images of the schools it represents, and it seeks to build a new communications link between the community and its schools.

9. MAC operates in 4 target areas composed of the 14 worst ghetto communities in the county. (See map page 10.)
10. MAC experienced many difficulties, from delays in procuring the van, staff changes, problems in deciding on aims, trouble in implementing the program (see Item 8 in appendix), and operating problems with the van while in the field. For all that however, MAC accomplished much in terms of creating working relations with other schools--particularly the adult schools--and with other agencies through the Welfare Planning Council.
11. MAC was lauched on April 2, 1970 by an open house which attracted nearly 80 guests which included over 50 representatives from the mass media--including radio and television--and numerous off-campus representatives from the didtrict offices, adult schools, and other educational institutions. (See appendix Item 2)

Part 2 Operation

1. MAC is housed in a modified mobile home built to staff specifications by Education Technology Inc. It is 28 feet long and 8 feet wide, contains four counseling cubicles, a lounge, small library, and bath. (See appendix Item 7 for diagram of floorplan and further expanation.)
2. During a time period equivalent to the funding period MAC operated only 13% of all work days excluding weekends and holidays. (See pages 16 and 17 for important qualifications of this.)
3. During only 34 wodays of operation MAC intersected 939 visitors and counseled 180 people. Weekly breakdowns and analysis of field experences are given beginning on page 18 in the body of the report. These experiences are analized, with the use of numerical tables, on a daily and weekly basis.
4. Our digression beginning on page 26 indicates that MAC can improve on its effectiveness by controlling as much as possible the five variables identified as important to that effectiveness. The digression may also hint as to possible methodological techniques useable in examining the program's progress, and in planning future operations.
5. That MAC was able to meet so large a number of people, and to counsel so comparitively high a number of people, suggests that MAC is indeed effective in terms of establishing communications with the relevant communities, and providing a useful service to them.

Part 3 Findings

1. MAC counseled persons who were 95% from an ethnic group identified as disadvantaged.
2. 56% of persons counseled had completed 10-12 years of school, and 81% expressed a desire to attend a trade school, community

college, or adult school.

3. 40% of referrals reported were to an adult school or occupational center, indicating that MAC indeed serves a variety of schools.
4. Of the 98 persons on whom follow-up information was collected, 90% had a referral made, 28% went to the indicated schools, and of these 38% got enrolled. Although the raw figures are small, these results suggest that MAC is effective in disseminating useful information, and more important, suggest the considerable potential of MAC given good management of its operations.
5. Of the follow-up group, 92% said they found the MAC interview useful, and judging from comments of 60 persons interviewed, many of the counselees seemed quite enthusiastic. (See pages 43 and 44.) This adds support to the assumption that MAC in fact provided a needed service to the communities, and that the information disseminated was indeed of the kind desired by community residents.

We move now to our final conclusions.

The careful reader will know that wide generalizations based on the information in this report would be risky. Still, there does seem to be considerable evidence to support the conclusion that MAC was able to attain many of its stated purposes. MAC also seems to have been able to explore the viability of a mobile counseling center set within the context of the Los Angeles urban scene, and there is evidence to indicate that MAC is indeed a useful and probably an exciting new concept. In conclusion then:

1. There is a need to take the educational institution out into the disadvantaged urban communities, and therewith, to provide educational information to the poor, the dissatisfied, the drop-out, the unemployed, and to those who have not benefitted from the vast resources generated by our high consumption economy.
2. There is a need to build new communications links between the schools, businesses, and agencies which are part of the disadvantaged urban communities.
3. Numerous people are misinformed as to the real educational opportunities available to them, and many others are poorly informed.
4. Many people living in the disadvantaged urban communities are unable to acquire educational information because there are transport problems, many people are embarassed to inquire at a given institution, their are language barriers, and indeed, cultural obstacles.
5. Community businesses and other agencies and schools seem to welcome the kind of service provided by MAC.
6. The make-up of the MAC staff in terms of ethnic identification with community residents, possession of a good sensitivity to community problems, and quality appears to have been good.
7. Field experiences in MAC seem to show that it showed good success in terms of intersecting relatively large numbers of people spread across a 60 square mile area at relatively low cost. A comparable effort employing a comparable number of professional counselors for the operating time would have cost four times the amount spent by the MAC program.
8. From comments expressed by persons with whom MAC came into contact, from the interest and enthusiasm shown for the program by community agencies and businesses, from the wide cooperation received by the program, it seems clear that MAC accomplished much in terms of improving the image of Los Angeles City College, the community college district, and the other schools which MAC represented.

9. Follow-up results on persons counseled by MAC seem to show that MAC shows great promise in terms of increasing the interest of community residents in educational opportunities, motivating them to actively explore those opportunities, and ultimately of enrolling them into an educational program.
10. Counselees seem more at ease and responsive when talking to a counselor who is similarly dressed, who communicates information well, and who shows genuine concern for the counselees needs. Hence the importance of the counselor being sensitive to the conditions characteristic of the area he works in, and even more important, of his being sensitive to the feelings of the person he is talking with.
11. Given that MAC was able to operate only a relatively short time; given that those operations were frequently interrupted by technical difficulties; given that the mass media could have been more effectively utilized; given that 939 people visited the van; given that 180 people received counseling during 118½ work hours spread over only 34 days; given that MAC was well received by community residents, businesses and other schools; given that of the follow-up people 28% went to the school referred, 38% of these got enrolled, and 75% say they intend to visit the referal school; and given the interest, enthusiasm, and dedication shown by students, counselors, teachers, businessmen, community representitives it seems fair to conclud that MAC did a good job vis-a-vis its purposes, and, of greater importance, that MAC shows considerable potential indeed for opening up a new and promising area of community counseling, and for developing that area.
12. Los Angeles City College can be very proud of the Mobile Advisement Center.

On the basis of this essay and from my experiences while working with the Mobile Advisement Center, the following recommendations are made:

1. Mobile Advisement Center should be continued.
2. The program staff could usefully be trimmed to reduce cost and to increase effectiveness. A viable scheme based on my study of the budget would be to have a half-time director, a half-time assistant to the director, two consultants, and four student counseling assistants.
3. The operating week should be reduced from six days to a minimum of four days with some flexibility allowed for special stops as these arise. This will allow the administrative staff time needed to maintain existing contacts with other agencies and the media, and it will allow the staff time necessary to keep a further accurate accounting of the program's progress. Time under this scheme would also be provided to plan additional efforts in terms of MAC's potential.
4. Stores in the SC areas should continue to be visited. Also, in those areas, special preparatory efforts such as the one at Lincoln Adult School should be attempted. Parks and housing projects could be further explored as well.
5. Markets in the EC areas could also be visited more, and, as well, more special cooperative ventures should be planned and implemented. Parks, save for special occasions, might be usefully excluded for further MAC visits. Housing projects could be explored more.
6. MAC should explore other areas of endeavor, specifically those connected with providing aid to veterans. Planning on this should begin forthwith in order to take advantage of cooperation with other veteran programs now in the nascent state. This is an important area to be explored.
7. MAC has hiterto been somewhat isolated from other efforts being conducted on the L.A.C.C. campus. This should cease. Workshops involving professional counselors, instructors, and students should be planned and implemented in order to articulate ways by which MAC can become effectively integated into other on campus programs. Examples are the student counseling assistant program, the veterans program, and those other programs coming out of the special services section.
8. MAC could actively seek to create cooperative efforts with similar outreach programs currently in existence. Further, MAC should seek and explore new avenues whereby its counseling could be bolstered and improved. I am talking about articulating agreements with other agencies which provide counseling ad educational instruction by means of which MAC would becom an integral part of those similar counseling efforts. Examples are cooperative agreements with Youth Training and Employent, Community Efforts Inc., Community Plaza, churches, and evn the State Employment Service.

9. Funding of the Mobile Advisement Center should seriously be considered by the Community College Board of Trustees. These gentlemen (and a lady) must of course decide on this matter, each according to personal judgement. I trust that this report may be of some aid.
10. Nor should the Coordinating Council overlook the possibility of providing additional funding even for a third year. It is clear that such outrageous consideration should exact careful study by the council, inasmuch as any probability of additional funding would accrue from a worthy program. MAC is the second of its kind to operate, and the first of its kind to operate in the Los Angeles urban metropolis using a new careers concept wherein specially trained students actually do counseling. It is clear to the initiated, that truely viable programs do not necessarily develop in one year or two--or even three. The urban scene will trouble men until well into the millenium, and the time is good to attempt to build programs like MAC into permanent features of that scene. It is not true that men must always learn after it is too late.

APPENDIX

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Summary of Publicity	Item 2
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Summary of MAC Follow-up: distribution of forms	Item 4
Schedule of program events between 14 Feb 69 and 6 Jan 70	Item 5
MAC Operating Schedules: locations	Item 6
Van Progress Report and Floorplan	Item 7
Project Analysis Charts	Item 8
Detail Characteristics of MAC Target Areas	Item 9
Copy of MAC Interview Form	Item 10
Copy of MAC Bilingual Brochure	Item 11
Copy of Inspection Reports on Van	Item 12

The materials listed above have been deleted from the copy processed for ERIC.

Persons interested in more information about this project are invited by the MAC staff to direct their inquiries to:

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